# A Study to Investigate the Teachers' Managing Strategies for Students' Misbehaviors in Secondary Schools of Lahore

Noor-ul-Ain[1] & Sayyam Bin Saeed[2]

## Abstract

*In teaching learning process, teachers face many challenges in the classroom and one of the prevalent challenges is classroom management. The study was aimed to investigate the teachers' classroom managing strategies to cope students' misbehaviors in secondary schools of Lahore, Pakistan. Survey type questionnaire; teachers managing strategies, was used as instrument of this study. The sample of the study was 460 teachers of public secondary schools, selected through multi-stage sampling technique. Independent sample t-test and one way ANOVA were applied to analyze the data. The study revealed that there was no significant difference found in male and female teachers' managing strategies regarding controlling students' misbehaviors in terms of age, teaching experience, academic qualification, and professional qualification. It was suggested that government should take steps to provide training and support to pre-service and in-service teachers, so that teachers will be in a position to deal with classroom misbehavior confidently and effectively.*

**Keywords:**        Teachers' management Strategies, Students' Misbehavior, Secondary Schools Teachers

## Introduction

In teaching learning process, teachers face many challenges in the classroom and one of the prevalent challenge is classroom management (Chamundeswari, 2013).Classroom management is not a one-time measure during an academic session, it is a continuous process which demands on the spot decision-making by the teachers regarding seating plan of students, adjustment of seats, selection of seating methods, measures to make certain

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[1] PhD Scholar at Institute of Education & Research, University of the Punjab
2 PhD Scholar at Department of Education, Hazara University Mansehra

the student participation in, to keep the motivation level high, selection of teaching supplies, adoption of techniques to counter different ways and misbehaviors in classroom, etc (Emmer & Gerwels, 2005). Misbehavior is an activity which affects overall class room environment (Ding, Li, & Kulm, 2008). The misbehaviors in classrooms among school students are a negatively contributing factor in teaching learning environment (John, 2013). Hence, the impact of classroom management on individual and overall achievement of students remains pivotal. It is obvious that students cannot learn in a chaotic, poorly managed classroom (Marzano & Pickering, 2003).To provide a healthy teaching learning environment, the teachers' capability of classroom management is of supreme importance. This capability of teacher can positively impact the attentiveness of students and self-motivated learning, independent and free thinking, and dependability (Lewis, Romi, & Roache, 2012), moral and social development (Brown, 2009), students' accomplishments, approach regarding the school assignments as well as the teachers, and inculcation of values of the society (Lewis, Romi, Katz, & Qui, 2008).

According to Evertson and Weinstein (2006), classroom management comprises of the teachers practice to create an environment that supports and facilitates both academic and social-emotional learning. Effective teaching and learning cannot take place in poorly managed classrooms. Many research studies categorized management strategies in to two categories: proactive strategies and reactive strategies. To devise principles for classroom provide foundation for proactive strategies being a precautionary and effective

approach linked to manage the behavior (Augustine, 2014; Johnson & Fullwood, 2006; Shen, Zhang, Caldarella, Richardson, & Shatzer, 2012).

Woolfolk-Hoy and Weinstein (2006) presented the gist of the research findings regarding the knowledge a teacher should have about organization of the classroom. This review brings to light the fact that a number of secondary school teachers prone to a "traditional" or "custodial" inclination related to the classroom management. Likewise some other relevant studies indicate that the use of proactive techniques increases student learning and on-task behavior while reactive strategies are less effective in managing student behavior (Jones, 2012; Korpershoek, Harms, Boer, Kuijk, & Doolaard, 2014). There are many theories propounded by many educationists to assist the teachers in the classroom and devise norms in order to manage the student's behavior in the classroom (Lalama, 2011). According to many studies these four theories i. e. Kounin (1970), Ginott (1972), Canter (1976), and Dreikurs (2004) were most common in different counties.

Kounin (1970) suggests that student classroom behavior is based on teacher planning, organizing, and executing of lessons. The teacher must be proactive and alert at all times and strive to maintain consistent momentum in teaching lessons, activities, and through transitions of activities so that students do not fall into the boredom state, causing misbehavior (Charles, 2005).

Ginott (1972) presented a model in order to manage the classroom which comprises self-esteem, self-discipline, and productive interaction. The role of teachers goes beyond subject content and includes building self-esteem

in all students. Successful understand their learners emotions, the context of the situation and themselves (Andrius, 2010).

Canter model (1976) defines that an assertive teacher is the one who clearly and firmly communicates, knows the need of their students, and is prepared to reinforce their words with appropriate actions but in no way violates the best interest of the students. The Canter approach advocates that assertive discipline is the way to meet the rights of the teacher and the students.

Dreikurs (2004) points out that the learner's misbehavior arises from his/her desire to be center of the attention. This model of classroom management favors remedial steps rather than punishment. For example, using a democratic approach, the teacher includes the students in creating the classroom rules and consequences so that students feel a sense of belonging and will behave appropriately (Charles, 2008).

Some of the most significant classroom management strategies used by the teachers mentioned here. The behavior modification approach is little concerned with understanding the underlying problem and its remote causes. The focus, instead, is always on the deviant behavior and its modification. As a teacher's technique, this approach of change in behavior focuses the teacher's role to run, manage and develop the classroom atmosphere for the students who misbehave (Clarizio, Craig, & Mehrens, 2008).

Assertive discipline is the type of discipline that provides a distinct, firm, friendly response to the student misconduct. When all the strategies fail to make the student obey after clear articulation of expectation, the last step is to put forward an option to the student that is either to obey or face the results

(Gatongi, 2007). Offers reward and appreciation is one of the most common practice strategies in all over the schools. Proactive strategies rely on the establishment of classroom rules as it is preventative and positive approach to behavior management. Teachers used different pro-active techniques to maintain the learning environment like as "I" message and overlapping technique (Sternberg &Williams, 2002).

Now a day, most emphasis of school administration on student-teacher relationship strategy, to build a positive student-teacher relationship can effectively minimize the chances of the happening of student misbehavior, and also, it can solve the problem easier. Teachers should try being friend and deal students as a kind and warm person to adjust the behavior of the students (Yuan, 2012).The studies advocate this perspective presenting that teachers having such relationships do not have to face such classroom behavioral issues and better performance in academics (Marzano, Marzano, & Pickering, 2003).

**Objectives of the Study**

The study was conducted for achieving the following objectives:

1. To investigate the teachers' classroom managing strategies in the secondary schools.
2. To compare the difference between teachers' classroom managing strategies with respect to their gender, professional qualification, academic qualification, teaching experience and age.

**Research Design**

Descriptive research design was used to investigate the teachers' classroom managing strategies for students' misbehaviors in secondary schools.

## Population of the Study

The population of this study consisted of all the teachers of public sector schools of Lahore. At present there are 152 government secondary school for boys and 179government secondary schools for girls, total 331 government secondary school in Lahore.

## Sampling Technique

Multi-stage sampling technique was used for this study. Following stages were adopted for selection of the sample: At First, 331 schools were taken as clusters, after that 32 government high schools were selected from these clusters. Emphasis was given for selection of both stratum (male/female) by proportional stratified random sampling technique. Total of 1130 teachers (524 male and 606 female) performing their duties in the above mentioned selected 32 schools. Therefore, in the light of guidelines given by Gay (2000), and by using simple random technique, 460 teachers (226 male, 234 females) were selected as a sample of this study.

## Data Analysis and Interpretation

For survey method a close ended questionnaire was used to collect the data from the teachers. Teachers' strategies questionnaire was adapted and reliability of the instrument was .79.Descriptive analysis (Mean, SD), One-way ANOVA and t- test were applied to analyze the data. The results were interpreted on the basis of findings.

**Table 1**

*Comparison between male and female teachers about teachers' classroom managing strategies based on five sub scales in terms of their gender (t-test results by gender).*

| Variables | Gender | *N* | *M* | *SD* | *t-value* | *df* | *Sig.* |
|---|---|---|---|---|---|---|---|
| Physical Punishment | Male | 226 | 13.52 | 2.04 | 9.74 | 458 | .000 |
|  | Female | 234 | 11.67 | 2.01 |  |  |  |
| Assertive Discipline | Male | 226 | 21.50 | 2.03 | -10.24 | 412.51 | .000 |
|  | Female | 234 | 23.22 | 1.49 |  |  |  |
| Teacher-Student Relationship | Male | 226 | 25.30 | 2.35 | -11.61 | 433.52 | .000 |
|  | Female | 234 | 27.63 | 1.91 |  |  |  |
| Pro-active Strategies | Male | 226 | 21.15 | 2.51 | -8.12 | 379.91 | .000 |
|  | Female | 234 | 22.76 | 1.60 |  |  |  |

As table 1 illustrated that there was significant mean difference existed between male and female teachers in terms of four sub scale at (p 0.05) level of significance. The table shows mean scores responses of male and female regarding Physical punishment (Mean=13.52 and 11.67), Assertive discipline (Mean=21.50 and 23.22), Teacher-Student relationship (Mean=25.30 and 27.63), Pro-active strategies (Mean=21.15 and 22.76) respectively. This stated that both male and female teachers inclined to use Teacher-Student relationship strategy to deal students' misbehaviors in the classroom. Teacher-student relationship was considered most significant strategy to handle students' misbehaviors according to public secondary teacher.

**Table 2**

*Comparison between male and female teachers about teachers' classroom managing strategies based on their professional qualification in terms of five sub scales (t-test results by professional qualification).*

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| Variables | Professional Qualification | N | M | SD | t-value | df | Sig. |
|---|---|---|---|---|---|---|---|
| Physical Punishment | B.Ed | 235 | 12.48 | 2.27 | -0.95 | 458 | 0.33 |
| | M.Ed/ M.A Education | 225 | 12.68 | 2.18 | | | |
| Assertive Discipline | B.Ed | 235 | 22.62 | 1.92 | 2.73 | 458 | 0.00 |
| | M.Ed/ M.A Education | 225 | 22.12 | 2.00 | | | |
| Teacher-student Relationship | B.Ed | 235 | 26.92 | 2.29 | 3.98 | 458 | 0.00 |
| | M.Ed/ M.A Education | 225 | 26.03 | 2.50 | | | |
| Pro-active Strategies | B.Ed | 235 | 22.21 | 2.02 | 2.35 | 435 | 0.01 |
| | M.Ed/ M.A Education | 225 | 21.72 | 2.43 | | | |

As table 2 indicated that there was no significant mean difference for professional qualification B. Ed, M.Ed/ M.A Education teachers in Physical punishment (Mean=12.48 and 12.68) respectively,at p >0.05 as compared to other sub scale. Moreover there was significant mean difference between t-values at p  0.05 level of significance in scores for professional qualification B. Ed, M.Ed/ M.A Education teachers on sub scales Assertive discipline (Mean=22.62 and 22.12), Teacher-Student relationship (Mean=26.69 and 22.21), and Pro-active strategies (Mean=25.30 and 27.63) respectively. Hence, it proven that male and female teachers with professional qualification B. Ed and M. Ed/ M.A Education also emphasized more on teacher-student relationship.

**Table 3**

*Mean and standard deviation of male and female teachers about teachers' classroom managing strategies in terms of academic qualification.*

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| Measure | Academic Qualification | N | M | SD |
|---|---|---|---|---|
| Teachers' Managing Strategies | B.A/ B.Sc | 125 | 98.16 | 5.63 |
| | M.A/ M.Sc | 307 | 97.84 | 5.59 |
| | M. Phil | 28 | 98.85 | 4.83 |
| | Total | 460 | 97.98 | 5.55 |

The table 3 showed that mean scores of teachers having qualification M. Phil (Mean= 98.85) was higher as compare to the teachers having qualification B.A/ B.Sc (Mean= 98.16) and M.A/ M.Sc (Mean= 97.84) in teachers managing strategies.

**Table 4**

*One-way analysis of variance summary table for teachers' managing strategies in terms of academic qualification.*

| Variables | | df | Sum of square | Mean square | F | Sig. |
|---|---|---|---|---|---|---|
| Physical Punishment | Between groups | 2 | 11.94 | 5.97 | 1.20 | 0.30 |
| | Within groups | 457 | 2271.57 | 4.97 | | |
| | Total | 459 | 2283.52 | | | |
| Assertive Discipline | Between groups | 2 | 2.88 | 1.44 | 0.36 | 0.69 |
| | Within groups | 457 | 1791.53 | 3.92 | | |
| | Total | 459 | 1794.42 | | | |
| Teacher-Students Relationship | Between groups | 2 | 8.82 | 4.41 | 0.74 | 0.47 |
| | Within groups | 457 | 2722.09 | 5.95 | | |
| | Total | 459 | 2730.92 | | | |
| Pro-active Strategies | Between groups | 2 | 7.71 | 3.85 | 0.76 | 0.46 |
| | | 457 | 2314.92 | 5.06 | | |

| | | | |
|---|---|---|---|
| Within groups | 459 | 2322.63 | |
| Total | | | |

Table 4 displays that there was no statistically significant difference (at p >0.05 level of significance) in teachers' managing strategies with respect to their academic qualification on the bases of four sub scales (physical punishment, assertive discipline, teacher-student relationship, and pro-active strategies) scores of three groups.

**Table 5**
*Mean and standard deviation of male and female teachers about teachers' classroom managing strategies in terms of teaching experience.*

| **Variable** | **Teaching Experiences** | **N** | **M** | **SD** |
|---|---|---|---|---|
| | 1-5 years | 74 | 97.94 | 0.70 |
| | 6-10 years | 100 | 98.91 | 0.49 |
| Teachers' | 11-15 years | 137 | 98.03 | 0.50 |
| Managing | 16-20 years | 105 | 97.83 | 0.51 |
| Strategies | 21-25 years | 30 | 95.93 | 0.86 |
| | 26 and above | 14 | 96.71 | 1.64 |
| | Total | 460 | 97.98 | 0.25 |

Table 5 shows the mean scores for teachers' managing strategies in terms of their teaching experience. Mean scores of teachers having experience 6- 10 years (Mean= 98.91) was higher as compare to the other teachers having experience 1-5 years (Mean= 97.94), 11- 15 years (Mean= 98.03), 16- 20 years (Mean= 97.83), 21- 25 years (Mean= 95.93) and 26 and above (Mean= 96.71,) respectively.

**Table 6**

*One-way analysis of variance summary table for teachers' classroom managing strategies in terms of teaching experience.*

| Variables | | Df | Sum of square | Mean square | F | Sig. |
|---|---|---|---|---|---|---|
| Physical Punishment | Between groups Within groups Total | 5 454 459 | 8.22 2275.29 2283.52 | 1.64 5.01 | 0.32 | 0.89 |
| Assertive Discipline | Between groups Within groups Total | 5 454 459 | 9.23 1785.18 1794.42 | 1.84 3.93 | 0.47 | 0.79 |
| Teacher-Student Relationship | Between groups Within groups Total | 5 454 459 | 52.07 2678.84 2730.92 | 10.41 5.90 | 1.76 | 0.11 |
| Pro-active Strategies | Between groups Within groups Total | 5 454 459 | 44.30 2278.63 2322.63 | 8.86 5.01 | 1.76 | 0.11 |

Table 6 shows that there was statistically no significant difference at p >0.05 level of significance in teachers' managing strategies with respect to their teaching experience on the bases of four sub scales.

**Table 7**

*Mean and standard deviation of male and female teachers about* teachers' classroom managing strategies *in terms of age.*

| Measure | Age | N | Mean | SD |
|---|---|---|---|---|
| Teachers' | 20- 25 years | 35 | 98.45 | 6.26 |
| Managing | 26-30 years | 51 | 99.27 | 5.22 |

| Strategies | 31- 35 years | 120 | 97.65 | 5.32 |
| | 36- 40 years | 128 | 97.66 | 5.80 |
| | 41- 45 years | 79 | 97.68 | 5.44 |
| | 46 or above | 47 | 98.51 | 5.47 |
| | years | 460 | 97.98 | 5.55 |

Table 7 represents the mean scores of teachers having age 26- 30 years (Mean= 99.27)was higher as compared to the mean scores of teachers having 20- 25 years (Mean= 98.45), 31- 35 years (Mean= 97.65), 36- 40 years (Mean= 97.66), 41- 45 years (Mean= 97.68), 46 or above age(Mean= 97.98) groups in teachers' managing strategies.

**Table 8**

*One- way analysis of variance summary table for teachers about teachers' managing strategies in terms of age.*

| Variables | | df | Sum of square | Means square | F | Sig. |
|---|---|---|---|---|---|---|
| Physical Punishment | Between groups | 5 | 4.20 | 0.84 | 0.16 | 0.97 |
| | Within groups | 454 | 2279.32 | 5.02 | | |
| | Total | 459 | 2283.52 | | | |
| Assertive Discipline | Between groups | 5 | 17.48 | 3.49 | 0.89 | 0.48 |
| | Within groups | 454 | 1776.94 | 3.91 | | |
| | Total | 459 | 1794.42 | | | |
| Teacher-Student Relationship | Between groups | 5 | 15.23 | 3.04 | 0.50 | 0.76 |
| | Within groups | 454 | 2715.68 | 5.98 | | |
| | | 459 | 2730.92 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Pro-active Strategies | Total Between groups Within groups Total | 5 454 459 | 23.77 2298.86 2322.63 | 4.75 5.06 | 0.93 | 0.45 |

There was statistically no significant difference at p >0.05 level of significance in teachers' managing strategies regarding with respect to their age on the bases of four.

**Findings, Discussion and Conclusion**

Secondary Schools teachers used different strategies which indicated their level of responsibility and efficiency to cope the different misbehavior in classroom. There was meaningful difference exists on the basis of gender. The result showed that female and male teachers mostly used Teacher-Student relation strategy to deal the on-going problems.

In teaching learning situation, teachers' qualifications contribute a positive role to capable the teachers to effectively manage the classroom problems. The results of current study assert that there was no significant difference in teachers qualifications was found regarding to teachers' managing strategies, while the mean score show the teacher having qualification M. Phil used more strategies than others. The literature does not contain research in the area of teachers' qualification (academic and professional), thus in future research can investigate to explore this area.

Teaching experiences had significant effect on teachers' performances in classroom, an experiences teacher confidently manages the classroom problems then the less experiences and novices teacher, it is a potent factor in

determining the success of learning process (Kochenderfer-Ladd & Pelletier, 2008; Omoteso & Semudara, 2011). These studies contrary the present research, as result reveled that there was no significant difference was found in adopted different managing strategies in term of their teaching experiences, while mean scores of teachers having experience 6- 10 years was higher as compare to the other.

A study conducted by Mitchell and Bradshaw (2013) reveled that teachers age demonstrated a statistically significant effect on student–teacher relationships and positive learning environment. This research study contradicted to the result of present study that there was no significant difference was found in used appropriate classroom management strategies in term of their age, whereas mean scores of teachers having age 26-10 years was higher as compare to the other.

**Recommendations**

As a result of conducting this study, the following recommendations have been formed:

1. Specific training regarding different strategies to deal the misbehaviors confidently and effectivelyto be imparted at the district level.
2. At least one trained counselor to be posted in each school.
3. In future, the study of teachers' classroom managing strategies might be explored at elementary level and university level.
4. For further study, researcher conducting studies which include qualitative information through observation and interviews from teachers and administration.

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